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CURRICULUM ELEMENTS

Foundation

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| **Year level description** |
| In Foundation, Chinese language learning builds on the Early Years Learning Frameworkand each student’s prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. They strengthen and extend their communication and interpersonal skills by interacting with peers in Chinese through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.  Students experience and imitate the sounds and gestures of Chinese language. They participate in shared listening and viewing of texts that represent Chinese and Chinese-speaking contexts. Spoken, written and multimodal texts may include songs, conversations, picture books, stories, rhyming verse, films, animated cartoons and performances. They learn that language can be represented in different ways, including the English alphabet, students’ home languages and Chinese script. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else. |
| **Achievement standard** |
| By the end of the Foundation year, students use play and imagination to interact and create Chinese texts, with support. They identify that Chinese and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. |

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|  | | **Foundation** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| with support, recognise and communicate meaning in Chinese  AC9LCF01 | * imitating and playing with vocabulary using pictures flashcards, puppets, picture books and repetitive language * listening for key words and responding, for example, the teacher calls a number and students make a group with that number, using Chinese hand gestures for numbers or matching information heard with pictures or other visual clues * repeating and practising greetings at different times of the day using modelled language 早上好, 下午好,  晚上好,老师早 * playing familiar games in Chinese using target vocabulary, such as Sleeping Lions, Hide and Seek, What's the Time Mr. Fox?, Rock, Paper, Scissors 石头, 剪刀, 布, Simon Says 老师说, and Fruit Salad running games * responding to basic classroom commands, for example, 起立, 坐下, 请安静 * singing and listening to songs in Chinese, including traditional nursery rhymes, for example, 我的朋友在哪里,  生日快乐, 找朋友, with gestures and movement * expressing preferences and needs, for example, 喜欢, 不喜欢, 我要 * practising modelled tones, rhythms, actions, and gestures that support meaning, to share information * sharing simple information about self 我叫 in play-based activities and games, for example, role-plays using puppets or toys * listening to Chinese idiomatic stories and retelling these stories using illustrations or craft materials | |
| explore, with support, language features of Chinese noticing similarities and differences between Chinese and English  AC9LCF02 | * exploring the four tones, for example, copying the teacher and representing the different tones using hand gestures * recognising Chinese characters from other forms of written expression, for example, recognising the Roman alphabet, and visual images (drawing), and comparing the sound and shape of each * recognising that characters have meaning, and exploring the connection between meaning and form, for example, identifying pictographs, such as 人 and 火, and developing mnemonics to remember characters * copying or tracing high frequency characters, such as numbers, with attention to stroke order and direction * observing connections between characters sharing the same pictograph, guessing the meaning and making connections with nature; for example, recognising ‘sun’ 日, 早, 星, 明 and discussing how the sun is connected to life on earth * experimenting with the forms of Chinese characters with hands-on play to recreate characters using plasticine, stones, found objects, writing in the sandpit, chalk, big brushes and water on concrete, etc. | |
| explore connections between language and culture  AC9LCF03 | * engaging with and comparing celebrations in Chinese-speaking communities (traditions, customs, costumes, food, etc.), and choosing an interesting fact to present to the class * noticing similarities and differences between classroom interactions in Chinese and English, for example, referring to the teacher using 老师 to show politeness and respect * watching simple clips showing cultural activities and events in Chinese-speaking communities and discussing observations * noticing how local names of streets, places and landmarks can have their origins in language(s) of First Nations Australians * using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language(s) of First Nations Australians in their local area and/or across Australia * accessing multimodal texts that illustrate cultural identity, customs, practices and activities and responding to these in a variety of ways * making connections between gestures and body language associated with language use in different cultures, such as hand gesturing for emphasis and encouragement or recognising taboos within Chinese communication, for example, pointing directly at someone * having a shared meal of 饺子 and 春卷 etc. and appreciating cultural diversity in the school community | |

Years 1–2

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| **Band level description** |
| In Years 1 and 2, Chinese language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing. They interact in Chinese to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore Chinese-speaking communities in Australia, China and diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.  Students recognise key words and phrases, imitate language gestures and pronunciation, and use modelled language to communicate with others. They transition from spoken to written language using common characters, and understand that Pinyin uses the Roman alphabet to represent the sounds of characters. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between Chinese language and culture(s) and their own. |
| **Achievement standard** |
| By the end of Year 2, students use Chinese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy some familiar characters and Pinyin.  Students imitate the sounds, tones and rhythms of Chinese. They demonstrate understanding that Chinese has rules for non-verbal communication, pronunciation and writing, and that characters are a form of writing and Pinyin reflects the sounds of spoken Chinese. They give examples of similarities and differences between some features of Chinese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Chinese** | | **Years 1–2** |
| **Sub-strand: Interacting in Chinese** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions  AC9LC2C01 | * repeating and practising how to greet others at different times of the day in classroom interactions and routines, for example, individually greeting the teacher as students enter the classroom, 早上好, 下午好, 晚上好, 老师早 * responding to classroom instructions, for example, 站起来, 请坐, 一个圈, 停, 安静 * sharing personal information about oneself using 我, for example, 我叫 Anna。我六岁。, and introducing family using props and images 这是我的妈妈, 这是我的狗, 我爱我的妈妈 * expressing wants and making requests by using 我要 and 我不要... such as 我要毛笔, 我不要橡皮,  我要巧克力, 我不要苹果 * playing action games, for example, Simon Says 老师说 * listening to simple questions and answering as self or another character (puppet, soft toy, etc.) 你叫什么名字？, 你几岁？ 你好吗？ | |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues  AC9LC2C02 | * contributing to collective activities, such as singing Chinese songs with actions, and presenting these at an assembly * participating in a guided role-play in a shop or at the market, for example, giving and receiving items and using 请, 谢谢 * using pictures or prompts to participate in speaking activities with peers, for example, creating an exercise routine with actions 跳, 跑, 走, 跳舞 | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases  AC9LC2C03 | * listening to the story of *The Very Hungry Caterpillar* in Chinese language, and matching the food eaten with the days of the week, or listening to a song about animals and putting picture cards of animals in the same sequence as the song * listening for key information in print or digital texts (stories, conversations, picture books, video, etc.) and responding to questions in Chinese with 是, 不是, 对, 不对, 有, 没有 * recognising symbols, words and phrases of written Chinese characters, in labels, titles and captions, and using them to label or name items or personal possessions such as stationery 书包, 我的书, 橡皮, 苹果 or adding the labels, titles or captions to pictures in a story or comic * recognising that gesture and body language are integral to communicating in language for First Nations Australians, and showing examples of how this is also reflected in Chinese, and the language(s) they speak at home * retelling the main information of a story which has been read to the class * listening to text and choosing the appropriate picture or character on an interactive whiteboard or tablet * identifying key words in songs, chants, rhymes and stories and responding with the associated gestures or miming the actions | |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines  AC9LC2C04 | * discussing the differences between 我要去厕所。 and 我可以去厕所吗？ * demonstrating understanding that language used to greet elders, parents or carers is more respectful than greetings used for friends * using polite 您, 您好 to teachers and explaining why it is important to show respect * using 上课, 下课 to start and end a class, 老师 instead of Miss and Mrs | |
| **Sub-strand: Creating text in Chinese** | | |
| with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some familiar characters and Pinyin  AC9LC2C05 | * creating, and then reading aloud, a story book using modelled language templates such as 你好 and 你好吗, and copying combinations of characters and/or Pinyin above matching pictures of family members, pets, animals, fruit, friends * role-playing a modelled conversation related to greetings and self-introduction, incorporating students’ own information 你好。我叫…, 谢谢, 再见, 你好吗？我很好。我不好。 * making a classroom birthday chart/birthday card and cutting and pasting/tracing over the characters 生日快乐 and singing 祝你生日快乐, 一月, 二月, 三月..., 星期一, 星期二 * matching bilingual captions/labels to images of First Nations Country/Place locations in their local area or elsewhere in Australia * using pictures, concrete materials and supporting gestures as a prompt to talk about self and the immediate environment, such as, collecting four or five play food items and sharing their feelings in sentences about likes and dislikes, for example, holding an apple and saying, 我喜欢苹果 * drawing a picture around a component/radical which depicts the meaning, for example, drawing a mountain around 山 or labelling a picture with interrelated nature components with 河, 木, 云 * practising modelled vocabulary, expressions and phrases using toys, puppets and dolls, for example, pretending to go to the doctor, 你好吗, 我不好, 我马马虎虎 | |

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| **Strand: Understanding language and culture** | | **Years 1–2** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and imitate the sounds and rhythms of Chinese  AC9LC2U01 | * listening to and engaging with the rhythms and sound patterns in conversations with teachers and peers, imitating and practising the tones, such as those used in greetings 你好, 王老师, 再见, 谢谢, 非常好, 很棒 through, for example, choral reading, songs, flashcards and video clips * participating in tone guessing activities, such as listening to the teacher saying 马 and guessing the correct tone, recording the answer by writing a tone mark or indicating with their body, and demonstrating understanding that tones can change meaning, for example, 马 and 妈 * singing a Pinyin alphabet song, demonstrating understanding that Pinyin is the romanisation of the sounds of Chinese * identifying syllables that make up Chinese words, for example, 小老鼠, and demonstrating understanding that words such as 熊猫 have 2 syllables, with each syllable having a meaning * listening to, viewing and performing poems, rhymes or simple stories, for example, 小白兔, 拔萝卜, 爱我你就抱抱我; repeating phrases and rhythms to emphasise key pronunciation points, for example, chanting 恭喜, 恭喜, 恭喜你呀! * playing pair matching card games, for example, matching tones, initial to final | |
| recognise that Chinese components and/or characters are used to construct meaning in texts  AC9LC2U02 | * making and copying components and/or characters from playdough, strings, found objects, blocks and chalk * making connections among characters sharing the same radicals, such as water 氵 in 河, 池, 海, and discussing ways to minimise water-use in daily life * viewing different ways Chinese can be written, vertically or horizontally, and comparing this with texts in other scripts, especially languages within the class, such as Arabic, Japanese and Hindi * making connections between words sharing a common syllable/morpheme, for example, 小狗, 小猫, 小朋友 * replacing words in modelled sentences to express a personal meaning, for example, replacing 弟弟 in 我有弟弟 with 妹妹 to say 我有妹妹 * building new words by combining familiar meanings, for example, 红+苹果 * copying and tracing components and/or characters with attention to stroke order, using air gestures, chalk, writing in sand and mini whiteboards, or using a different colour for each stroke to create rainbow writing * differentiating Chinese characters from other forms of written expression, such as the Roman alphabet and other languages present within the class, for example, Korean, Japanese or Arabic | |
| notice that Chinese has features that may be similar to or different from English  AC9LC2U03 | * noticing that simple statements in Chinese tend to follow English word order; subject+verb+object * comparing the vowel sounds of English with the main vowel sounds of Chinese, such as ‘i’, ‘e’, ‘u’, to develop awareness * using titles to address teachers in Chinese and comparing this with addressing teachers in English, for example, using 王老师 instead of Ms. Wang * discussing the placement of words in Chinese, such as ‘happy’ compared with English ‘Happy Birthday’ and ‘Happy New Year’ versus 生日快乐, 新年快乐, 圣诞快乐 | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| notice that people use language in ways that reflect cultural practices  AC9LC2U04 | * noticing that people greet each other differently in different cultures, depending on the relationship, for example, using 你吃了吗 for familiar people, such as neighbours and comparing this with languages and cultures within the classroom * exploring the lucky and unlucky numbers and colours in Chinese-speaking cultures, for example, discussing why some numbers are considered lucky, such as, 二十八, 九, 六, 六十八 or why 红色 is a lucky colour * comparing gestures and body language associated with language use in different cultures, especially languages and cultures within the class, for example, using hand gesturing for emphasis and encouragement or recognising taboos within Chinese communication, such as pointing directly at someone * exploring symbols used by First Nations Australians and those used in Chinese-speaking communities in a range of contexts, for example, what the symbols on flags represent * role-playing giving and receiving 红包 using formulaic expressions, such as 恭喜发财, and practising kowtowing to show respect * using 加油 to encourage someone, and talking about the cultural meaning behind using this rather than ‘good luck’ | |

Years 3–4

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| **Band level description** |
| In Years 3 and 4, Chinese language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Chinese to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore Chinese-speaking communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.  Students develop active listening skills and use gestures, words and modelled expressions, imitating Chinese language pronunciation. They use their literacy capabilities in English to recognise differences between writing in alphabetic and character-based languages. With support, students begin to use Pinyin and tone marks to read and write; they locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Chinese language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours. |
| **Achievement standard** |
| By the end of Year 4, students use Chinese language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. They use familiar characters appropriate to context and make connections with the spelling and tone marks of Pinyin.  Students imitate sounds, tones, pronunciation, and intonation patterns of Chinese language. They demonstrate understanding that Chinese has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Chinese and make comparisons between Chinese and English. They understand that the Chinese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Chinese** | | **Years 3–4** |
| **Sub-strand: Interacting in Chinese** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions  AC9LC4C01 | * initiating and exchanging greetings in different contexts using modelled responses, for example, 你好吗, 我很好, 我马马虎虎, 我不好, 你的假期怎么样, 很好, 不好, 太好了, 很棒 * participating in classroom routines, such as answering roll call 到, 不在, or starting class by standing and bowing 上课, 起立, 同学们好, 老师好, 请坐 or finishing class 下课, 谢谢老师, 老师再见 * exchanging and responding to information about self, family or friends using modelled answers and questions, for example, 你叫什么名字, 我叫... 你属什么, 我属老虎, 你几岁了, 我九岁了, 你喜欢什么颜色, 我不喜欢棕色, 她喜欢狗, 他不喜欢狗 * asking for clarification, using appropriate formulaic expressions and gestures, to match the contexts, for example, 请再说一遍, and showing understanding 我知道, 我不知道, 这是什么, 这是 * playing games where students take turns to role-play 'the teacher', and giving each other instructions with actions, for example, 请安静, 起立, 请坐, 写, 听, 看, 请看白板, 请给我 | |
| participate in activities that involve planning and transacting with others, using a range of familiar phrases and modelled structures  AC9LC4C02 | * performing plays in allocated roles within groups, using puppets and props, for example, 《十二生肖的故事》, 《饥饿的毛毛虫》using gestures and other movements to enhance the impact of the performance, or using facial expressions to demonstrate emotions * planning a role-play about an imaginary shopping trip with a partner, for example, 我要一个苹果, 我要两个草莓,  谢谢, 给你 * following basic directions 左, 右, 前, 后, 东, 南, 北, 西 to reach a predetermined goal, for example, finding a hidden treasure in the school * asking and answering questions relating to concepts (time, number, including days of the week, months, etc.), for example, asking 几点了, 一点, 三点, 几月, 几日and answering with 一月二号 * asking for permission using appropriate formulaic expressions and gestures to match the contexts such as  请问我可以...吗？ | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts  AC9LC4C03 | * sequencing pictures to describe events, guided by the teacher, digital media or peers 七点起床, 八点吃早饭,  一点吃午饭, 六点吃晚饭 * listening to short spoken texts to identify key information, for example, identifying the name and phone number of the speaker in a voicemail message, or the names, year level and age of Chinese-speaking children in a short interview * reading texts in print and digital form and responding with actions, for example, reading a shopping list of groceries and going to an imaginary shop to make purchases, or matching the grocery items to pictures, using multimedia * learning that First Nations Australian languages change according to connections and relationships between people, and giving examples of how this occurs in Chinese * listening to or reading half a story and predicting what might happen next * viewing interviews with peers from different Chinese-speaking countries/regions (Singapore, Hong Kong, Macau, etc.) about their likes and interests 你喜欢什么水果/颜色/运动？, and completing a corresponding survey * identifying and locating familiar characters or words in texts, and discussing the main purpose and meaning of the texts, for example, on food packaging, identifying the name, weight, price and recycling information |
| develop strategies to comprehend and adjust Chinese language in familiar contexts to convey cultural meaning  AC9LC4C04 | * selecting language to translate information into Chinese, recognising different meanings for the same word, for example, understanding that 哥哥 can be used to refer to an older male friend, as well as an older brother * identifying meanings of Chinese words and phrases that do not translate directly (word for word), for example, 属, 岁, 马马虎虎 * explaining meanings of colloquial phrases used on specific occasions, such as 恭喜发财 to give New Year wishes, and discussing how the same wishes or phrases are expressed in English * conveying the meaning of words and phrases to peers or the teacher using culturally appropriate gestures and actions, for example, using facial expressions to express dislike, disappointment, agreement or enthusiasm |

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| **Sub-strand: Creating text in Chinese** | |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences and modelled textual conventions, familiar characters appropriate to context, and/or Pinyin  AC9LC4C05 | * using a set of modelled sentences, such as 我的狗叫..., 它三岁了, 它喜欢..., 它的毛是黑色的, creating imaginary animals, pets or characters, and presenting them through performance (a puppet show, etc.) or using digital tools to digitally display a cartoon, for example, 这是龙, 他叫长龙, 他五岁了, 他喜欢饺子, 他很大 * creating alternative versions of stories or action songs (nursery rhymes, etc.) using voice, rhythm, and gestures to animate characters, or using support materials (drawings, story maps, etc.) to create visual contexts, for example, changing the animals in 两只老虎 to 三只老鼠 * designing a poster, PowerPoint, invitation, card for a specific event, a menu or creating a picture book or word wall, for example, producing a poster to represent the Chinese zodiac, displaying characters and/or Pinyin such as 中秋节, 动物 * creating simple descriptions in Chinese and matching them to appropriate First Nations Country/Place locations in their local area or elsewhere in Australia * adapting familiar story books such as *The Very Hungry Caterpillar*, *Where Is the Green Sheep?* and *Brown Bear*, and changing some of the vocabulary, “What would the caterpillar eat in Mainland China/Taiwan/Hong Kong?”, or changing the food, colours, animals in the book(s) using a set list of words * drawing a picture of a nature scene or an imaginary monster/animal and labelling it in characters and Pinyin * producing a rap with a partner from a list of learnt vocabulary and phrases such as 水果, 动物, 家人, 数字 |

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| **Strand: Understanding language and culture** | | **Years 3–4** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and use modelled combinations of sounds, tone-syllable pronunciation and intonation patterns to form words and phrases, and understand that Pinyin is the romanisation of characters  AC9LC4U01 | * recognising and demonstrating Chinese combinations of sounds, pronunciation and intonation patterns in Chinese tongue twisters or nursery rhyme performances, for example, 白猫黑鼻子, 黑猫白鼻子, 白猫的黑鼻子碰破了黑猫的白鼻子, 黑猫的白鼻子碰破了白猫的黑鼻子 * demonstrating understanding of the four tones in Chinese, and recognising when and why some tones are not expressed, for example, repetition of syllables in ‘ma-ma’, neutral tone on second syllable * explaining the use of Pinyin as a learning tool to reflect the sound of Chinese spoken language, recognising sounds associated with different letters and syllables * engaging in activities to raise tonal awareness, for example, listening to familiar vocabulary and demonstrating understanding of tones using gestures or adding tones on Pinyin, in an expression such as 妈妈骂马 * playing pair matching card games, for example, matching character to Pinyin | |
| recognise some features of the Chinese writing system, familiar components and/or characters, simple sentence structures and basic syntax, in familiar texts and contexts  AC9LC4U02 | * mixing and matching Chinese characters to make new meanings, for example, building new words using familiar characters 大山, 火山, 山火, 林火, 王子, 大王, 女王 * making connections between basic characters and related component forms, such as radicals 手, 人 and 亻, and recognising the number and arrangement of components in a compound character, for example, demonstrating understanding that 众 has 3 components and 打 has 2 components, and that 亻 is on the left-hand side * engaging with a range of basic characters and components and exploring their individual meanings, for example, 大, 小, 足, 手, categorising, organising and sorting characters based on the same radical 木, 林, 森, 休, and creating a visual diagram to group words with the same radical * using 的 to join adjectives and nouns 红色的鱼, 白色的马 * creating and exploring simple subject+verb+object sentences with peers using a sentence slider, flashcards, visuals, dice, or rearranging modelled sentences * using subject+ 是 sentence structures to create a basic sentence, for example, 这是, 他是, 我是 * following patterns of word order and sentence structure and using negation when creating sentences to express own meanings, for example, replacing the subject pronoun in 我喜欢绿色 to create the sentence  我妈妈不喜欢绿色 * demonstrating understanding that the word ‘two’ 二is different when counting objects using 两, and using basic measure words in modelled sentences between numbers and subject to describe quantity 个, 只 such as 两个苹果, 三只羊 | |
| recognise familiar Chinese language features and compare with those of English, in known contexts  AC9LC4U03 | * comparing the similarities and differences of Chinese sentence structure with English subject+verb+object, and questions, for example, comparing “Do you have a cat?” versus 你有猫吗？, or “What's your name?” with 你叫什么名字？ * exploring the Pinyin alphabet and comparing with Roman alphabet, recognising that initials such as ‘x’, ‘q’, ‘c’, ‘zh’, ‘g’, ‘shi’, ‘chi’, ‘zhi’, ‘pi’, ‘ji’ and vowels such as ‘i’, ‘e’, ‘u’, ‘ie’ are pronounced differently from English * recognising grammatical features and how their use differs in Chinese and English, for example, recognising the lack of articles in Chinese, that adjectives can be used as verbs, and the limited use of the verb ‘to be’ 是 * recognising that Chinese uses measures, and comparing measure word usage in Chinese and English * discussing differences in Chinese names and English names, for example, discussing how Chinese surnames are written first and given names follow | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| identify connections between Chinese language and cultural practices  AC9LC4U04 | * identifying Chinese language and associated cultural practices, for example, saying 这是一个小礼物 when giving an imaginary gift to peers * recognising characters (such as 福) used in specific cultural events in various forms (paper cut-outs, folk art, couplets, etc.) of New Year decorations, and identifying how the form might change, for example, questioning why 福 is sometimes presented upside down * engaging with the traditions and customs, festivals, celebrations and food of Chinese-speaking communities, recognising the value of learning about culture(s) in learning a new language * exploring representations of information, for example, the symbols used in cultural expressions of First Nations Australians, and making connections with those of Chinese language and culture(s) * discussing birthday celebrations and traditions in Chinese-speaking countries, comparing ancient traditions with modern ones, reflecting on own birthday celebrations, such as singing 祝你生日快乐 * identifying the connections between Chinese language and culture(s) by studying the reasons behind character formation, for example, learning how the character 家, which is a pictograph of a pig underneath a roof, came to represent the word ‘family’ * participating in eye exercises, daily exercise routines, or role-playing the flag raising ceremony, using associated language, and discussing the cultural significance of these practices * discussing the difference between 我要去厕所。and 我可以去厕所吗？, and that the Chinese language can be very direct without being rude, for example, understanding that in English it is polite to say, “May I have …?", “Please can I have …?", but in Chinese, saying “I want ....” is usual; discussing the impact for a Chinese-speaking tourist travelling in Australia | |

Years 5–6

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| **Band level description** |
| In Years 5 and 6, Chinese language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in Chinese to exchange information and ideas relating to their interests, school and local environment, and engage with Chinese-speaking communities in person or via digital access. They work independently and in groups, with ongoing support from modelling, and from digital and print resources.  Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their knowledge of characters, Pinyin and tone marks to identify Chinese language structures and features. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity. |
| **Achievement standard** |
| By the end of Year 6, students initiate and use strategies to maintain interactions in Chinese language that are related to their immediate environment. They use key features of pronunciation and intonation, recognising stress and phrasing in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Chinese or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. They use familiar characters appropriate to context and Pinyin.  Students apply rules for pronunciation and intonation, writing, character formation, punctuation and modelled structures, when creating and responding in Chinese. They compare language structures and features in Chinese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Chinese** | | **Years 5–6** |
| **Sub-strand: Interacting in Chinese** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal world and school environment  AC9LC6C01 | * asking and responding to questions such as 你喜欢运动吗？ and making sure that other participants are included in the interaction such as 你呢, for example, participating in an online meeting with Chinese-speaking peers and taking turns asking and answering questions about school * playing speaking games that practise modelled sentences and question words, for example, 你是哪国人？ 你是中国人吗？ or 谁, 什么时候, 什么, 哪里 * using digital tools (tablet, etc.) to video and exchange a detailed self-introduction including year level 六年级 hobbies 爱好, sports 运动, nationality 国籍, likes and dislikes or family information for other Chinese-speaking peers to respond to * responding to the teacher’s or peer questions, such as 准备好了吗？ 懂了吗？ 做完了吗？, with actions or answers * developing conversation skills for familiar topics, such as staying on topic, following up with questions, recognising non-verbal cues to show interest and understanding, and using basic interjections, for example, 真的吗, 太好了 | |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas  AC9LC6C02 | * preparing performances celebrating important events in a Chinese-speaking country’s calendar to present at school assemblies and raise community understanding of aspects of culture, for example, presenting a 太极 performance, a lion dance, or a Spring Festival song 恭喜恭喜, and posting Chinese language written information about the event on the school website as an advertisement or notice * participating in the planning and presentation of a role-play with peers, such as an imagined trip to Taiwan, Hong Kong, Singapore or Malaysia, ordering food and discussing preferences, meeting new people, inviting people to birthday/dinner, or making a phone call, for example, 我们去北京，好吗？, 多少钱？我要买 。 * asking, giving and following directions to real or imaginary locations using digital tools to access mapping applications, using key language, for example, 向右 * exchanging ideas and opinions in class discussions, expressing agreement, disagreement, negotiating, and listening to others’ suggestions, for example, 我们星期二去公园种树吧 * using set phrases to seek permission or borrow items from peers or teacher, for example,  我可以上厕所吗？, 好的，谢谢 | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose  AC9LC6C03 | * reading and responding to detail in texts, for example, reading a basic information report about the daily life of a panda and using this information to create an informative poster or short presentation about Chinese pandas * listening to a weather report, or looking at a weather chart and responding to questions with modelled phrases such as 今天天气怎么样？今天有大雨, 小雨, 天气很好 * reading stories containing familiar and some unfamiliar language and summarising the story using a sequence of matching pictures * listening to, or viewing First Nations Australian author’s stories and responding to them using words, formulaic expressions and modelled sentences in Chinese * reading short stories in groups, and conveying the emotions and opinions of characters using, for example, 最, 非常, 太 * listening to, and viewing a range of informative texts to identify key points, for example, answering questions from classmates about the procedure and main ingredients for a Chinese or Taiwanese dish from a cooking show * using textual cues, such as 听一听小明的一天, to predict possible content when listening to spoken texts, and preparing to listen for key information (time, activities, etc.) | |
| apply strategies to interpret and convey meaning in Chinese language in familiar non-verbal, spoken and written cultural contexts  AC9LC6C04 | * identifying Chinese symbols in print and digital texts, such as the longevity symbol, and developing ways to convey the culturally attached value when expressing the meaning of these symbols in English * comparing simple sentences in Chinese language with online-translated sentences, for example, comparing the sentence, “I like Chinese” that is often translated as, “I like Chinese people” or “I like Chinese language”, and discussing why an online translator might give an inaccurate translation * sharing their own translation of short texts (brand names, signs, slogans, billboard advertisements, etc.) with others, and evaluating the effectiveness of their own translation | |

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| **Sub-strand: Creating text in Chinese** | |
| create and present informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, textual conventions, familiar characters and/or Pinyin  AC9LC6C05 | * completing a role-play with their own creative input, based on a familiar text, changing the main characters and items to suit their own preference, for example, changing the *Brown Bear* story to become a story about a native animal from a Chinese-speaking country, or changing the main characters and adapting the story of the  三个和尚, 嫦娥 * experimenting with storytelling techniques by following provided models of narrative texts, for example, rewriting 她有七色花，红色，蓝色，白色...and replacing 花 with 气球 and writing 她有七色气球，红色，蓝色，白色 * designing a poster about a favourite celebrity and presenting the information to their peers, describing the celebrity’s nationality, age, family, interests and hobbies, likes, dislikes, where they live, and why they like the celebrity, for example, 我喜欢她因为她很努力 * creating a class print or digital poster, locating and describing in Chinese a specific First Nations Country/Place location in a local or regional context, or elsewhere in Australia * collaboratively creating and performing a role-play based on a storybook by identifying and using key language from the text * producing a Chinese brush painting, labelling items in Chinese language from a modelled list such as 毛笔, 颜色, 纸, 竹, and describing the pictures using conjunctions 然后, 所以, 现在 * using modelled language, writing and presenting a ‘show and tell’ about topics that pairs of students have in common, such as pets, likes and dislikes, sports, and including something they would like to see in a Chinese-speaking country such as 我们都喜欢 … |

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| **Strand: Understanding language and culture** | | **Years 5–6** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply knowledge of tone-syllables, intonation, stress and phrasing to develop fluency and pronunciation to known words and phrases  AC9LC6U01 | * exploring and discussing the difference in Pinyin pronunciation by reading out words written in Pinyin with attention to Chinese pronunciation and tone, identifying some initials such as ‘x’ in 谢谢, ‘q’ in 请, ‘zh’ in 中国, ‘c’ in 草 * reading Chinese nursery rhymes, modelled texts and poems out loud to other learners, with attention to tones and pronunciation * recognising familiar language spoken by different voices and using Pinyin to transcribe the sound of words and sentences * discriminating between homonyms in Chinese such as 是 and 室, relying on contextual cues to assist understanding, and differentiating syllables with different tones, for example, 是 and 十 * using digital tools to check the correct pronunciation of Chinese and using voice recording apps to check their own tone and intonation * discussing how English language stress and intonation cannot be used when making Chinese language sentences | |
| use knowledge of modelled sentence structures, formulaic expressions and some characters and writing system features to compose and respond to texts, using appropriate punctuation and textual conventions  AC9LC6U02 | * handwriting modelled Chinese sentences or experimenting with the Chinese keyboard, inputting Pinyin and choosing Chinese characters, for example, writing an email to a pen pal in a school in China, or in another Chinese-speaking country/region, sharing simple self-introductions and asking simple questions * developing understanding of character construction, stroke order and structure, for example, exploring components in Chinese language such as radicals 氵, 亻, and 艹 * exploring features and conventions of Chinese texts, including lack of word spacing or use of punctuation, comparing texts in traditional characters with texts in simplified characters such as 門,门, and variability in text direction in Chinese and other scripts such as Arabic, Japanese and Hindi * choosing appropriate pronouns and labels when referring to others in interactions, for example, 您/你, 小张/张晓琴, and using 的 as a possessive 我的书, 你的 * developing simple sentences using frequently used verbs 有, 要, 是, 会, 喜欢 including negation 没有,  不是, 不要, 不会 * applying processes of discourse development, such as using joining words 也, 和, contrasting words 但是 and sequencing 就 information in modelled sentences * using subject+verb+object but expressing meaning from 我有狗 to 我的妈妈有狗 to 我的妈妈有三只黑色的狗, moving from simple to more complex expressions * discussing and identifying words that all have a similar component such as electricity 电脑, 电影, 电话, vehicles 车, 自行车, 汽车, 火车, meals 晚饭, 吃饭, 早饭, ball games 足球, 篮球, 网球 * using squares to write individual characters, and using appropriate punctuation such as full stops and double quotation marks to signal a quote | |
| compare some Chinese language structures and features with those of English, using some familiar metalanguage  AC9LC6U03 | * recognising grammatical features and how their use differs in Chinese and English, for example, recognising the lack of articles in Chinese, and that adjectives can be used as verbs 他是老师，他很高 * comparing possessive pronouns in Chinese and English * writing the date in Chinese and comparing with English, for example, practising writing the date daily * comparing the use of tenses in English and Chinese, for example, how future tense is often expressed through time phrases in Chinese 我明天去北京, 下个星期去上海 and that in Chinese, verbs convey tense without verb conjugation, for example, explaining why 有 can mean ‘have’, ‘had’ and ‘will have’ * discussing, “What is the plural form?” and “How do we know it is plural when reading in English?” and developing knowledge of metalanguage | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication  AC9LC6U04 | * explaining to others the connections between language and culture, for example, using 哪里哪里, a humble way to respond to praise * discussing the symbolism of the moon in Chinese-speaking cultures, and things that are lucky and unlucky, for example, 八(发), 九(久), 四(死), and discussing why companies in China need to avoid unlucky words in translation or pronunciations * comparing language use in similar social situations in Chinese and English, for example, comparing the language used when giving or receiving a gift * exploring how language and culture are expressed through First Nations Australians’ song, dance or artworks, considering similarities and differences with an aspect of the cultural expressions of Chinese-speaking people or communities * examining the themes, characters and common language in traditional Chinese folktales and reflecting on which aspects are unique to Chinese-speaking cultures, for example, 愚公移山 * exploring cultural values conveyed in expressions relating to celebrations, for example, asking, “In the colloquial phrase 合家团圆, what is 团圆?”, “Why wish people 团圆?”, “Does this have the same meaning in Australian culture(s)?”, “What’s the relationship between language use and Chinese-speaking communities’ values and identity in this phrase?” * demonstrating Chinese Yin and Yang philosophy and traditional medicine by role-playing a visit to a traditional doctor in China and comparing this with a visit to a doctor in Australia * exploring culture in Chinese-speaking parts of the world, such as Taiwan, Hong Kong, Singapore, Malaysia, Macau, or Mainland China, as well as exploring Chinese language dialects and ethnic groups within Mainland China * discussing possible reasons why Chinese family names are placed before given names and exploring the cultural meaning of various Chinese given names | |

Years 7–8 (F–10)

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| **Band level description** |
| In Years 7 and 8, Chinese language learning builds on each student’s prior learning and experiences. Students use Chinese language, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently, individually and in groups, and continue to receive feedback and support from peers and teachers.  Students access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Chinese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity. |
| **Achievement standard** |
| By the end of Year 8, students initiate and maintain interactions in Chinese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Chinese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, expressions and levels of formality, to create texts. They select and use characters appropriate to context and begin to use Pinyin to transcribe spoken words and short modelled sentences.  Students apply the conventions of spoken Chinese, including differences in sounds and tones, to develop fluency and demonstrate understanding of writing system features and the role and function of character components. They demonstrate understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning. They comment on structures and features of Chinese text, using metalanguage. They reflect on how the Chinese language, culture(s) and identity are interconnected, and compare this with their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Chinese** | | **Years 7–8 (F–10)** |
| **Sub-strand: Interacting in Chinese** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9LC8C01 | * sharing opinions about school or family life, including 我的学校, 我的老师, 我的好朋友, 我的一家人, and linking ideas to explain and support a position or view, for example, 我的姐姐喜欢音乐，也很喜欢体育 * exploring ways to initiate an interaction by selecting and incorporating modelled structures to adjust to new contexts such as 你有没有书？ versus 你有书吗？, using other question words, 什么, 几, responding to yes/no questions using 是, 不是; 有, 没有; 好, 不好; 去, 不去; 工作, 不工作, concluding an interaction  祝你生日快乐！ 明天见！谢谢！ * participating in conversations to exchange information with others including personal experiences, and expressing opinions about what is common to these experiences, for example, 你好！  你叫什么名字？你是哪国人？and 我的老师很好。 同学们都很喜欢他 * discussing school life or hobbies, and asking questions to seek ideas and enhance mutual understanding, for example, 我不喜欢听音乐。我喜欢看书。你呢？ | |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events  AC9LC8C02 | * organising a class or school celebration such as celebrating Spring Festival 拜年 and Mid-Autumn Festival  吃月饼, sharing suggestions and delegating roles * participating in role-plays of shopping scenarios, including expressing opinions about the quality of goods such as 这条红色的裤子真好看, making comparisons such as 这件比那件便宜, and expressing satisfaction or dissatisfaction with price such as 太贵了 * visiting Chinese-owned stores in the local area, replicating a store in a virtual world or role-playing imaginary shops, specifying the number or nature of items required; requesting, negotiating and accepting prices; and completing transactions, for example, 我们什么时候去...？, 我们去哪儿买？, 我们要买什么？ | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LC8C03 | * documenting specific details of events, customs and lifestyles presented in multimodal sources (video clips, face-to-face interviews, etc.) to summarise the information, for example, 一般来说，在华语文化中，人们每天都吃米饭 * listening to, or viewing, multimodal texts (popular music videos from various sources of media, etc.) to identify key information such as names of people and places, time and date and opinions, for example, 秦始皇, 西安, 北京, 上海, 香港, 星期三, 下午两点, 我很喜欢, 我觉得..., 很有意思 * reading or listening to a range of genres and analysing and explaining the development of ideas or an argument, for example, reading a short article about the protection of pandas, listening to an interview with a person working with pandas and then contributing to a class blog about wildlife protection 熊猫每天吃很多竹子 * listening to, reading or viewing First Nations Australian author’s stories and responding to them in spoken or written Chinese * reading a short fictional story and writing diary entries or recording a video blog as one of the characters, incorporating their perspectives * listening to, and viewing travel-related websites, podcasts or videos to create a suggested itinerary for a school trip and using persuasive language to suggest participating in activities |
| interpret and adjust non-verbal, spoken and written language to convey meaning in Chinese language in familiar and some unfamiliar cultural contexts  AC9LC8C04 | * accessing various texts about different cultures, and creating a digital presentation, sharing information about their own membership of diverse groups and exploring how this is expressed in Chinese language, for example, 每年春节小明的妈妈都会包饺子, 安娜的妈妈每年圣诞节都烤火鸡 * making adjustments when moving between Chinese and English language, recognising that some words cannot be translated directly, for example, “How’s it going?” in English and 孝顺 when talking about the bond between children and parents * identifying the differences in meaning of multiple terms to convey a similar concept, for example, 你 versus  您；厕所 versus 洗手间 or comparing representations of foreigners in 外国人有一些不同的习俗 to 老外都很奇怪 * exploring the contexts and implications of terms used to identify others, for example, 老外, 华侨, 华裔, 大陆人, 华人, 中国人, 少数民族 * exploring the use of 普通话 as a lingua franca in Chinese-speaking communities and identifying terms used in different regions to express a similar idea such as 中文 versus 汉语 |

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| **Sub-strand: Creating text in Chinese** | |
| create and present spoken, written and multimodal informative and imaginative texts, selecting vocabulary, expressions, sentence structures, textual features and conventions, using characters appropriate to text type and context  AC9LC8C05 | * composing stories by producing labels for pictures, photos and cartoons to convey a sequence of events in imagined contexts, using appropriate digital tools in combination with sound, voice and music * writing and presenting short plays or digital presentations and taking on roles in imagined scenarios, for example, visiting or hosting a Chinese-speaking friend, a shopping experience, a fashion show, or creating skits about school life and daily routine * collaboratively creating informative, multimodal texts (interviews, vlogs, etc.) with familiar settings (home, school, communities, places travelled, etc.), for example, reporting on a school excursion or swimming carnival 学校水运会 * creating a print or digital poster in Chinese to promote travel to a significant cultural location on a First Nations Country/Place, including what to see and do * writing a detailed account of an imagined experience to an area in China, or another Chinese-speaking country or community, and then answering questions in an interview about these experiences and conveying varying attitudes and degrees of emotion towards people, places and events, for example, 我觉得这个地方很好 * contributing to a short dialogue communicating with peers about their subjects of study, hobbies or interests, and expressing appropriate emotions, for example, 妈妈做的菜太好吃了 * using some modelled language and digital tools to create a slideshow with audio about a planned seven-day trip to a Chinese-speaking country, including famous places to visit, cultural events to attend and foods to eat such as 我想去看看... |

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| **Strand: Understanding language and culture** | | **Years 7–8 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply knowledge of conventions of spoken Chinese to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  AC9LC8U01 | * experimenting with rhythm, voice, emotion and gesture to convey the intended sentiment and meaning of songs and rhymes to enhance performance * recognising and using features of the Chinese sound system, discriminating use of tones, rhythm and sound flow, for example, differentiating pronunciation, intonation and stress when listening to short texts 四是四，十是十，十四是十四，四十是四十 * listening to interactions between unfamiliar voices at diverse speeds or levels of clarity to develop auditory and comprehension skills, for example, discriminating between the range of vowel and consonant combinations, ‘qin’ versus ‘qing’ and ‘chi’ versus ‘ci’ * analysing characters containing a common component or side, for example, explaining the features of position, phonetic function and range of sounds in the characters 请, 清, 情, 晴, 精, 睛, 猜 * estimating the probable sound and meaning of characters based on understanding of familiar components and phonetic sides when reading unfamiliar texts, for example, 鸡, 鸭, 鹅 and 爸, 吧, 把 * examining the diverse meanings of words that share similar sounds such as the many meanings of the sound ‘shi’, and learning how to differentiate between 同音词 and 近音词 in different contexts, for example, 买东西 and 卖东西 * exploring changes in neutral tone and identifying patterns to aid their own pronunciation and flow of expression, for example, demonstrating understanding the use of neutral tone for the second syllable when it repeats or does not contribute to the meaning of the first syllable 妈妈, 孩子 | |
| apply understanding of sentence structures, expressions, character components and writing system features to infer meaning, and compose and respond to texts  AC9LC8U02 | * typing correct characters using Pinyin to respond to questions in Chinese language * describing characters by naming their components or sides in sequence, for example, 亻(standing man) on the left, 木 (tree) on the right ＝ 休 (rest) * viewing words in 繁体字 in familiar contexts and applying their understanding of the simplification process to determine the possible meanings and the 简体字 equivalent, for example, 个, 個; 汉, 漢 * comparing ways in which tense is expressed in Chinese, for example, 了 to indicate completion; 过 to indicate the experience; 想 to indicate intention; verb negation 没有 to indicate incomplete past; and 正在 to indicate action in progress * understanding and using elements of Chinese grammar and punctuation, (word order, sentence construction, etc.) and analysing Chinese-specific sentence structures, for example, 能不能, 有没有 * exploring and applying the use of conjunctions to sequence and connect ideas when constructing texts, for example, 有的... 有的..., 一边... 一边, 不但...而且..., 虽然..., 但是... * using different ways to negate ideas depending on degree of formality or emphasis, for example, 我不是...,  我没有..., 我不会 * recognising the two-syllable preference in Chinese nouns, and applying this understanding when reading for meaning in words with suffixes such as 学校, 学生, 学习 | |
| reflect on similarities and differences between Chinese and English language structures and features, using metalanguage  AC9LC8U03 | * identifying similarities and differences between Chinese and English word order and sentence construction such as 我明天去飞机场 * exploring key features of Chinese phonology by comparing with English phonetics, for example, demonstrating understanding that each character is pronounced with one syllable * teaching peers, other students of Chinese or a buddy class about how Chinese works, focusing on a particular structure using metalanguage and visual supports, for example, comparing text direction in a Chinese language story book with English language and reading the story to students, indicating the direction as the story is read | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  AC9LC8U04 | * examining how globalisation is having an impact on Chinese speakers’ values and language use, for example, how responses to praise are shifting to reflect a western concept of gratitude 谢谢 rather than the modesty of the past 哪里哪里 * exploring the ways in which new words and phrases are incorporated into everyday communication in Chinese, for example, demonstrating understanding about how English expressions of emotion 去 happy 吧 are used in chat forums and text messaging, and how Pinyin abbreviations are used to replace characters (L P = 老婆) * investigating the ways in which Chinese language is used to foster the awareness of social etiquette and courtesy among local communities, for example, addressing adults using 叔叔, 阿姨, and reflecting on how body language and nuances may be interpreted differently by others * examining how First Nations Australians’ languages have strong connections to Country/Place and how these can be compared to language variation across Chinese-speaking countries and regions/regional dialects * reflecting on how particular words of cultural significance may be interpreted differently by others, for example, ‘mate’ in Australian contexts and 兄弟 in Chinese-speaking contexts * inferring the relationship of participants in a spoken interaction by observing word choices and gestures, for example, 老张, 张校长, 张小明, and asking, “What titles and terms of address are used for individuals in Chinese?”, “How do these titles compare to English practices?” * exploring how known languages influence their own identity and communicative preferences, such as reflecting on the values of one culture when communicating in another, for example, differences in the use and frequency of ‘thank you’ and 谢谢 | |

Years 9–10 (F–10)

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| **Band level description** |
| In Years 9 and 10, Chinese language learning builds on each student’s prior learning and experiences. Students use Chinese to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Chinese locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.  Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. They expand their knowledge and control of Chinese pronunciation, intonation, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. |
| **Achievement standard** |
| By the end of Year 10, students contribute to and extend interactions in Chinese language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion. They select and use a variety of characters appropriate to context, using Pinyin to transcribe spoken texts.  Students incorporate features, conventions and phrasing patterns of spoken Chinese including variations in intonation, rhythm and sounds, to enhance fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of grammar and character form and function, and language structures and features, to make and predict meaning. They support analysis of Chinese texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Chinese, to evaluate how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Chinese** | | **Years 9–10 (F–10)** |
| **Sub-strand: Interacting in Chinese** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others  AC9LC10C01 | * conversing with other Chinese-speaking peers, adjusting language to include a range of starter or filler words to maintain natural conversation and interest, for example, 这个, 那个, 等等, 然后, 你呢, 对吗, 是吧, 好吧, 对不对, 请问, 我觉得 * using digital tools to exchange messages, emails and videos with peers in Chinese-speaking communities and comparing aspects of youth lifestyle, school and environment using comparisons when expressing thoughts and ideas 大部分澳大利亚的学生功课压力没有那么重, 很多中国学生在食堂吃饭 * comparing feelings about music, television programs or sports, and asking questions to seek ideas, request repetition, clarify meaning, for example, 你喜欢看电视，不是吗？ and enhancing mutual understanding, for example, A: 我不太喜欢听流行音乐。我更喜欢摇滚乐，因为摇滚乐很有意思; 。  B: 古典音乐怎么样？古典音乐也不错 。 * introducing a topic or issue for discussion with others such as the importance of Mainland China or Hong Kong to Australia’s economy, the growth of Chinese-speaking tourists to Australia, or ways to promote ecotourism in Australia or in a Chinese-speaking country | |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences  AC9LC10C02 | * planning group events such as a real or online event, trip or excursion to a Chinese-speaking community, and persuading others to get involved and contribute in different ways, for example, 你不是很喜欢吃中国菜吗？我们一起去中国城吧？ * participating in discussions and expressing personal opinions on issues relevant to contemporary youth such as 教育, 环境, 科技, 社会公平, displaying levels of politeness or assertiveness as appropriate to contexts, for example, 我希望 versus 我要; 你最好/你应该 versus 你一定要 * commenting on transaction experiences and acknowledging the work of others, for example, 你做得不错， 但是如果你...就更好了 * discussing issues, suggesting alternative solutions and making decisions using levels of formality and respect appropriate to audience and purpose, for example, 我觉得这样做更好; ...？ | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LC10C03 | * extracting details and main ideas from texts, making judgements about their relevance and discussing contrasting points of view, for example, selecting the main events from an article, identifying core data from interviews, and identifying gist and main point/s of a spoken interaction * comparing and responding to different perspectives on the same event or on a topical issue, for example, maintenance of clean air, water and soils * reading and sharing key information from diverse authors, making connections between the author’s opinion and attitudes towards particular topics such as 玩电脑游戏 * listening to or reading a First Nations Australian’s stories and discussing their opinions and ideas, and, in Chinese, presenting their personal profile to the class * comprehending information, ideas and/or opinions in spoken, written and multimodal texts related to school and education, for example, comparing Australian school timetables and subjects with those in different Chinese-speaking countries, identifying the similarities or differences, and relating them to the general public’s beliefs of education in each country * listening to, or viewing topic-related Chinese programs (video, film clips, etc.), sharing opinions on characters and plot, and relating the situations and contexts in the program to similar events in their own life, for example, 如果我是她...; 我觉得他最好... * sharing own interest in people, places and events in Chinese-speaking environments by reading about places and historical figures such as 秦始皇, 毛泽东, and writing articles for the local community * creating and displaying bilingual posters, to raise peers’ awareness and help promote the work of charity organisations in Chinese-speaking communities, or to promote a range of bilingual texts and resources for the school and wider community, etc. * listening to popular Chinese-language songs, comparing themes and content to those of songs popular in Australia, and discussing how popular culture reflects social issues, for example, love songs |
| interpret and translate non-verbal, spoken and written interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts  AC9LC10C04 | * interpreting key ideas conveyed in Chinese texts, discussing how to maintain the sentiment and intention of authors when retelling or summarising these in English, and understanding why this is important in translation * examining the use of inclusive language and how ideas are framed, for example, the impact of positive versus negative framing on how meaning is interpreted across languages and cultures such as 足下留情，小草常青 versus ‘Keep off the grass’ * describing interactions, showing consideration of 面子, and discussing the differences in the significance of 面子 when the interaction occurs interculturally * identifying core values implicit in interactions in Chinese and explaining these to English speakers, for example, describing the language of celebration, including the origins, significance and meanings of commonly used expressions such as 年年有余, 福如东海, 寿比南山 * reflecting on the language, beliefs and values of characters in traditional and modern literature and popular culture, and comparing different student responses to the same story, event, character or place, for example, viewing excerpts from contemporary Chinese-language films and discussing personal responses and the sociocultural contexts of the film * considering how to be more inclusive in one’s own use of Chinese, for example, using questions, “What questions can I ask to understand others better?”, “What words are best to be avoided?” “How can I express my opinion without causing offence?” * reading everyday Chinese texts encountered in menus, brochures, product packaging and advertising; identifying challenges involved in conveying meaning in English; and explaining word choices and textual features employed to enhance meaning * listening to audio-visual stimuli to identify tone, purpose, contexts and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to relationships, for example, speakers’ views on 早恋 or 家庭关系 * interacting with people of different ages and positions, varying language and level of formality according to relative status, for example, using suitable ways to accept or decline requests, compliments or suggestions  你能不能帮我一点忙？不好意思，我没有空; 您找谁？你爸爸在家吗？ |
| **Sub-strand: Creating text in Chinese** | |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, sentence structures and textual features and conventions to engage different audiences  AC9LC10C05 | * using appropriate digital tools, and producing cartoon scripts to express traditional Chinese values, for example, 孔融让梨 and 愚公移山 or presenting a voice-over for a segment from a familiar television show or commentating a youth sporting event * creating plays with plots that reflect personal opinions on topics of interest such as 旅行, 未来, using props to support storytelling, and experimenting with language, image and sound to convey complex ideas and enhance audience appreciation * composing a range of informative texts, using a variety of formats for different contexts, purposes and audiences, for example, writing a speech to welcome a class of Chinese-speaking students who are being met online in a class activity or writing an email to a Chinese-speaking friend about something that has recently occurred * writing a journal entry, or contributing to a school newsletter in Chinese reflecting on the impact of a visit to a significant cultural location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site * creating visual displays of data or information gathered from personal research or overseas trips to share with peers on features of lifestyle or experiences of Chinese-speaking youth, for example, educational opportunities, outdoor and sporting activities across the seasons, or a typical weekend for a teenager in different Chinese-speaking countries/ regions such as Singapore, Taiwan or Hong Kong or different areas within Mainland China * using descriptive language to set the scene and capture the reader’s imagination, for example, describing the sound of traffic and the atmosphere of a busy morning in a Chinese town 车水马龙, 人来人往, 人山人海 |

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| **Strand: Understanding language and culture** | | **Years 9–10 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply features and conventions of spoken Chinese to extend fluency in responding to and creating texts in familiar and unfamiliar contexts  AC9LC10U01 | * examining the diverse meanings of words that share similar sounds, for example, the many meanings of the sound ‘shi’ and how to differentiate between 同音词 and 近音词 in different contexts 同意 and 统一, making sentences utilising this understanding * understanding differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different ages, genders and regional backgrounds, for example, listening to interactions between unfamiliar voices at different speeds or levels of clarity to develop auditory and comprehension skills, and paraphrasing to confirm meanings, for example, 您刚才的意思是 ... 吗？ * exploring regional variation in pronunciation, for example, comparing the use of 儿 in Beijing and word choices such as 姥姥, 姥爷 versus 外公, 外婆 * experimenting with tone changes and reflecting on the impact on fluency when speaking, for example, considering, “Do my words sound less forced and more natural?” | |
| apply knowledge of sentence structures and character form and function to predict meaning and compose texts that contain some complex structures and ideas  AC9LC10U02 | * handwriting simple sentences using correct characters to respond to questions * exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms such as whole simplifications 为-為, part substitutions 汉-漢 and half simplifications 说-說 * exploring ways to indicate complements of direction, for example, 上来, 下来; 进来, 进去; 回来, 回去; indicating abstract meanings 想出来, 答不上来, 停下来, 写上去 * comparing ways in which tense is expressed in Chinese, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 打算, 计划 to indicate intention * understanding elements of Chinese grammar such as word order and sentence construction, for example, analysing Chinese-specific grammatical structures and features such as 把 structure, and passive voice using 被 * making use of conjunctions to demonstrate sequence ...就, 先...（然后) 再, inference 既然...就, concessions 即使...也, condition 无论...都, choices 不是...就是 and preference 除了...以外...也 * exploring ways to express similarities or comparatives using 和...一样, 比, 比较, 更, 最 * distinguishing the differences between using structural particles 的, 得, 地 in sentences appropriate to the contexts, for example, 你的看法很有意思, 你说得好, 他很认真地在说 * comparing the use of words that rely on interpretation of contexts to convey the intended meaning, for example, 让, 给 * expressing conditions such as 如果...就; expressing cause and effect such as 为了...; and expressing the condition, quality or result of an action, for example, 坐得下, 说得对, 做完, 买到 | |
| reflect on and evaluate Chinese texts, using metalanguage to analyse language structures and features  AC9LC10U03 | * identifying features of text structure (layout, expression, tone, etc.) and rhetorical devices (metaphor, exaggeration, etc.) used to convey a persuasive argument or position, and comparing this with English text types and structures * applying knowledge of the interrelationship between language elements, structure, contexts, purpose and audience to a range of texts, for example, applying understanding of genre to determine the purpose and intended message of texts such as in a diary, letter or advertisement * exploring the ways in which language can be manipulated to make ideas more objective, such as the removal of personal pronouns and opinions * examining the use of 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 我昨天买的书不太贵 * describing orthographic features of new characters encountered, using metalanguage, including the structure, sequence and relationship of components, and explaining connections evident between form, sound and meaning * viewing different types of texts on similar topics and recognising differences, especially the language used, in discourse of spoken and written texts such as 昨天街上人很多, 昨天街上人山人海 | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  AC9LC10U04 | * engaging in interaction with Chinese speakers and reflecting on how their own language choices are perceived by other Chinese speakers, for example, considering, “Is my communication culturally appropriate?”, “Should I adjust language and gesture to help convey meaning more effectively?” * reflecting on taboos in language use and how these can impact on communication across cultures, for example, reflecting on, “Is it okay to ask someone’s age in China?”, “Why do numbers and colours matter?”, “What are we superstitious about in Australia?”, “What hand gestures are acceptable with Chinese speakers?”, “What can I joke about?” * making connections between their first language and how it influences communication in additional languages, for example, thinking about, “Why do Chinese-speaking people speak English in certain ways?”, “What features of my first language influence how I speak Chinese?”, “How does this affect mediation of ideas between languages?” * reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations’ Australian, to present in Chinese for a group of Chinese-speaking visitors at a school assembly * using alternative ways of expressing meanings when communicating complex ideas, for example, 我家只有我一个孩子 for 我是独生子/独生女 * exploring diversity within Chinese speakers’ identities and becoming more aware of this when interacting, for example, understanding that calling Chinese speakers 中国人 does not reflect the diversity of the many nationalities and identities of Chinese-speaking people | |